



Special Educational Needs and Disabilities (SEND) Policy 2024-25 & SEND Information Report 2024)

Ratification by Warrender Governing Body	
Policy Updated:	October 2024
Date of next Review	October 2025
Signature (Governors):	<i>W Maynard</i>
Signature (Headteacher):	<i>H Brown</i>

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SPECIAL EDUCATIONAL NEEDS COORDINATOR:

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“Every child will be happy and feel safe, enabling them to make outstanding progress socially, emotionally and academically – preparing them to excel at secondary school and thrive in the world beyond.”

Our Values: Achieve – Support – Pride – Inspire – Respect - Enjoy

Introduction & Aims

At Warrender Primary School, our aim is to remove barriers to learning so that all our children:

- Have an excellent start in learning so that they have an excellent foundation for a future beyond Warrender
- Develop well, as an individual and as a learner, and equip themselves with the skills, knowledge and personal qualities needed for life throughout and beyond compulsory education
- Experience an inclusive learning approach in which **all** children are given outstanding opportunities to achieve their potential.
- Build and maintain excellent working relationships with all stakeholders
- Maintain and improve upon the standards attained during the Inclusion Commitment (2023-24)

Our SEND Policy and Information Report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Legislation and Guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools’ responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools’ responsibilities for education, health and care (EHC) plans, SEN coordinators (SENDCOs) and the SEN information report

[The Equality Act 2010](#) (with particular reference to Chapter 6: Education)

Definitions

To support these principles, it is necessary to differentiate between children who have an education need at some stage during their primary education and those who have persistent needs. It is essential that we maintain a careful balance between meeting the needs of the majority through effective Quality First Teaching and learning, and providing for the small number of children who require more intensive and longer-term support in order to meet their educational needs and fulfil their potential.

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The children requiring effective teaching and learning are monitored and evaluated during Pupil Progress Meetings: children with SEND, are identified, targeted, monitored and evaluated via SEND review meetings. This is called the **Graduated Approach** which is referenced in the section **Assessing & Reviewing Pupils' Progress** on pages 6-7).

All children learn and develop at different rates and have different areas of strength and interest as well as different areas of need. Children may have SEND if - despite appropriate classroom activities, planning and support - they continue to experience a greater difficulty than their peers in one of the four areas of need of SEND and where these difficulties present a barrier to the individual child's learning and development.

The wide range of strategies employed by our staff (referred to as Ordinarily Available Provision) is often sufficient to address such difficulties and give our children with SEND the skills to cope with, work with and attempt to overcome such barriers.

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

The four categories of SEND are:

- Cognition & Learning
- Communication & Interaction
- Physical and/or Sensory
- Social Emotional Mental Health

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

We recognise that the best approach is to make appropriate adjustments to provision at the earliest possible stage or to use short-term intervention to meet the individual's needs. Discussions with the parents and carers will take place; parents and carers will be asked for their agreement in placing their child on the SEN Register. (Parents and carers will also be consulted if and when the school feel it is appropriate to remove their child from the SEN Register.)

Roles and responsibilities

The SENDCo

The SENDCo is Daniel Wright.

The SENDCo will:

- Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have Education Health Care Plans (EHCPs)

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- Provide professional guidance to colleagues and work with staff, parents and carers as well as other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Review and submit applications for additional services and funding
- Be the point of contact for external agencies, including the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents and carers are informed about options and a smooth transition is planned
- Work with the Headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date
- Identify and implement relevant CPD opportunities for all staff
- Support and advise staff in implementing and maintaining initiatives and interventions
- Keep abreast of local and national developments in SEND

The Lead LSA

The Lead LSA will:

- Support the SENDCo with the implementation of children's individual learning plans and provide feedback on children's progress
- Support and advise staff with regards to strategies and resources
- Where necessary, liaise with parents and carers
- Support individual children and/or groups of children
- Joint observations with the SENDCo

The SEND Support teacher

The SEN support role will:

- Support the SENDCo with the implementation of children's individual learning plans and provide feedback on children's progress
- Develop communication links with parents and carers
- Co-ordinate intervention planning and delivery
- Proof read provision map and provide support to staff in this process
- Support and advise staff with regards to strategies and resources
- Support individual teachers with specific strategies
- Joint observations with the SENDCo

The SEND governor

The SEND governor will:

- Help to raise awareness of SEN issues at governing body meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Liaise with and support the SENDCo on matters regarding SEND and the provision of SEND at Warrender Primary School

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- Work with the Headteacher and SENDCo to determine the strategic development of the SEN policy and provision in the school

The Headteacher

The Headteacher will:

- Work with the SENDCo, SEN SUPPORT teacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

- Setting SMART Targets for every pupil with SEND (Specific, Measurable, Achievable, Relevant, Time-bound)
- The progress and development of **every** pupil in their class – including children on the SEN Register
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Write termly provision maps for individual children on the SEN register and communicating with parents
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision and informing parents and carers and the SENDCo of any concerns
- Ensuring they follow this SEND policy
- Request and/or investigate CPD or provision opportunities which meet the individual needs of pupils in their class/phase

SEND information report

The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- **Communication and Interaction** (including autistic spectrum disorder, speech and language difficulties)
- **Cognition and Learning** (including dyslexia, Developmental Coordination Disorder [DCD] - often referred to as dyspraxia; moderate and multiple learning difficulties)
- **Social, Emotional and Mental Health** (attention deficit hyperactivity disorder – ADHD, anxiety that acts as a barrier to learning)
- **Sensory and/or Physical Needs** (visual impairments, hearing impairments, cerebral palsy)

Identifying pupils with SEN and assessing their needs

The SEND Code of Practice (CoP: 2015) describes the identification of children and young people with potential needs as:

'...a four-part cycle through which earlier decisions are revisited, refined and revised with a growing understanding of the pupils' needs and of what supports the pupil in making good progress and securing good outcomes.'

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One or more of the following could apply to a child with SEND:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous progress
- Where the attainment gap (to their peers) is widening
- This may include progress in areas other than attainment, for example, social and emotional needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents and carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Children with additional needs who require basic entitlement intervention are identified by the class teacher or as a concern from a parent or carer. In consultation with the parents or carers, a graduated approach of action and intervention follows, led by the class teacher (as outlined in the SEND Code of Practice 2015).

Teachers make assessments about all their children, including SEND children, maintain a class register and monitor progress towards targets on an individual Learning Plan (which is shared via our online platform: Provision Map). If the child has an EHCP, they will have an Individual Education Plan (which details how their notional budget is allocated). Additionally, progress is monitored at termly Children Progress Meetings of all the children; any concerns are raised through the use of the school's online management system (CPOMS). After which, an intervention or additional support is planned to address the identified needs of the individual child. Children with additional needs are recorded on the SEN register. Code K indicates a child with SEN needs, Code E represents those with an EHCP and Code N is no specific educational need.

The SENDCo maintains the records for all children who receive Special Educational Needs and Additional Education Needs Provision. The Head Teacher maintains the records for **all** the children and those who are targeted through basic entitlement provision via the Children Progress Meetings. The SENDCo also maintains a provision map outlining the children receiving basic entitlement intervention and SEND provision being administered during the year. This also includes details of provision from other aspects of Inclusion (such as EAL, 1:1 tuition and Pupil Premium/Forces Premium).

Termly Pupil Progress Meetings, involving the Headteacher/Deputy Headteacher, SENDCO, the class teacher and the Teaching Assistant (TA) or Learning Support Assistant (LSA), enable us to regularly review all children against their required progress. At each consultation a decision is made regarding the progress of the children, using evidence collated, as to:

- Whether to continue to monitor current provision
- Whether to repeat or adapt the current provision to enhance progress
- Whether to seek further advice and refer the child to the SENDCo for SEND assessment.

Termly Pupil Progress meetings and SENDCo/class teacher meetings determine the needs of each child and during these meetings decisions are made as to:

- Whether to continue intervention through support and/or IEP and Learning Plan
- Whether to amend/revise current provision stated on the IEP/Learning Plan
- Whether to draw up new targets or to continue or modify targets

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- Whether to continue with existing strategies or to implement new ones
- Whether to seek further advice

Consulting and involving pupils and parents and carers

Ensuring Parental Involvement

Involving parents and carers throughout the SEND process is essential. To make communications effective, the teachers, the Special Educational Needs Co-ordinator (SENDCo) and the SEN Teacher:

- Acknowledge and draw on parental knowledge and expertise in relation to the child
- Focus on the children's strengths as well as areas of additional need
- Recognise the personal and emotional investment of parents and carers and are aware of their feelings
- Ensure that parents and carers understand procedures and are aware of how to access support in preparing their contributions
- Respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- Respect the differing needs parents and carers themselves may have, such as disability, or communication and language barriers
- Recognise the need for flexibility in the timing and structure of meetings

We will involve parents and carers fully in matters relating to the assessment and support of their child's Educational Needs:

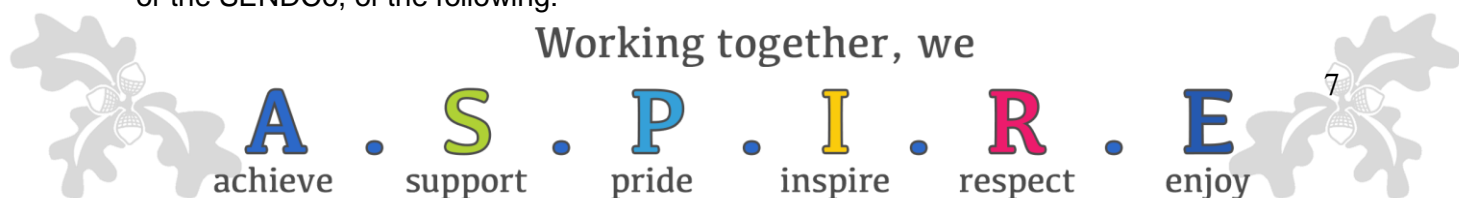
- Parents and carers will be invited to all formal meetings concerning their child's needs
- All documentation relating to their child's needs will be made available to parents and carers, and documents considered of special relevance will be copied to parents and carers
- The school has an 'open door' policy to parents and carers, and meetings are arranged with individual teachers at convenient times for the parents and carers
- New intake meetings, prior to children commencing full-time education, provide an opportunity for parents and carers to discuss any concerns with their child's class teacher and/or the Headteacher. Where there is already a diagnosed or recognised need, many parents and carers also request a meeting with the SENDCo
- As part of our annual assessment arrangements, formal testing takes place every year for all children in Years 1 to 6
- Parent Consultations are held in the Autumn and Spring terms (for parents and carers of children with an EHCP or Learning Plan, this occurs every term)
- All children on the SEND register have the opportunity at parent consultation meetings in Autumn to meet with the SENDCo.

Term	Child with an EHCP	Child on SEN Register (K)
Autumn	Meet with SENDCO & class teacher	Meet with class teacher & SENDCo
Spring	Meet with SENDCO & class teacher	Meet with class teacher & SENDCo
*Summer	Annual Review – the child, all staff and professionals involved	Meet with class teacher/new class teacher/SENDCO

**dates of Annual Reviews are dependent on when an EHCP was originally issued and whether a child is transferring to another educational setting (i.e. secondary transfer)*

Parents and carers of children with SEND will be informed, by either their child's class teacher or the SENDCo, of the following:

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- Areas of concern
- Progress made
- The current status of their child's SEND support (e.g. in house School support)
- Any changes in their child's SEND provision

Parents and carers are also encouraged to participate fully in preparing their child's IEP or Learning Plan, which may include a home/school programme. Parents and carers of children with an EHCP attend their child's annual review as a matter of course.

Ensuring Pupil Involvement

All children who are on the SEN register (either with a Learning Plan or an EHCP) have an opportunity to discuss and complete both an 'All About Me' form (this is called a 'Learning Plan Front Cover') and 'My Warrender Way' (in which they indicate how they would like to be helped). This gives them a chance to express what they believe their strengths are; where they feel they need additional support; and, how they like to learn. It also gives them a chance to review their achievements. **All** children in the school are given the opportunity to take on a role of responsibility within the school (i.e. School Councillor, Eco-Warrior or Learning Ambassador). The children also suggest changes to the school's Anti-Bullying Charter which is signed by the Chair of Governors, the Headteacher and pupil representatives. Children with SEND are also encouraged to participate in sporting activities including inter-school competitions within the borough (such as Panathlon, Boccia and Kurling).

All children are encouraged to identify one or two trusted adults within the school and are given opportunities to develop positive relationships with all school staff.

For those children who have an EHCP, they are invited to their Annual Review where their work and achievements are displayed. The Annual Review also enables them to discuss their favourite pieces of work, how school could better support them and what they are proudest of.

Assessing and reviewing pupils' progress towards outcomes & our approach to teaching pupils with SEN

We follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment, observation and experience of the pupil
- The child's previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents and carers
- The pupil's own views
- Advice from external support services, if relevant

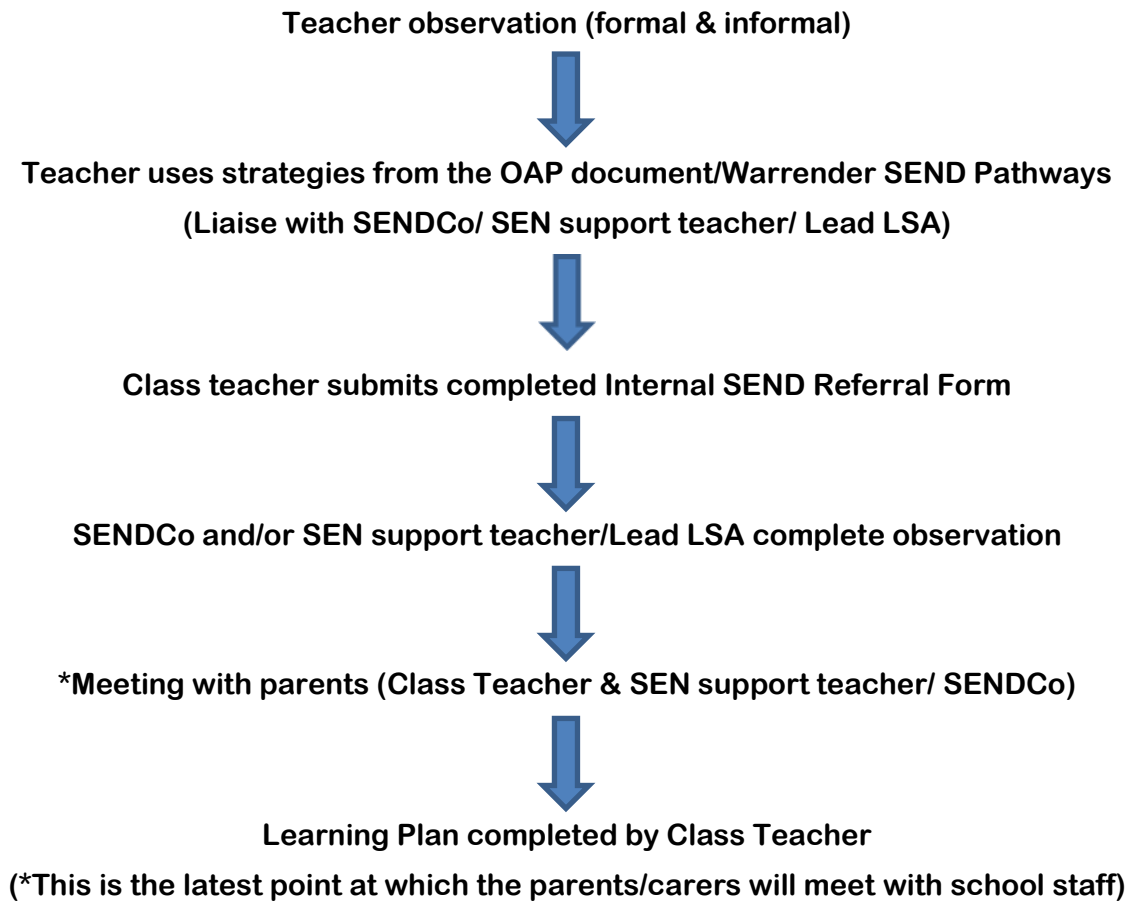
For any child not already on the SEN Register who require additional support in school, class staff will complete a SEND Referral Form (please see appendix) detailing which strategies from the Hillingdon Ordinarily Available Provision (OAP) have been implemented and their impact assessed. As part of this process, the class teacher will also meet with the child's parents or carers to discuss the child's strengths, needs and preferences. The referral form is then passed onto the SENDCo, SEND Teacher and Lead LSA.

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The internal referral process staff adhere to the approach outlined below:



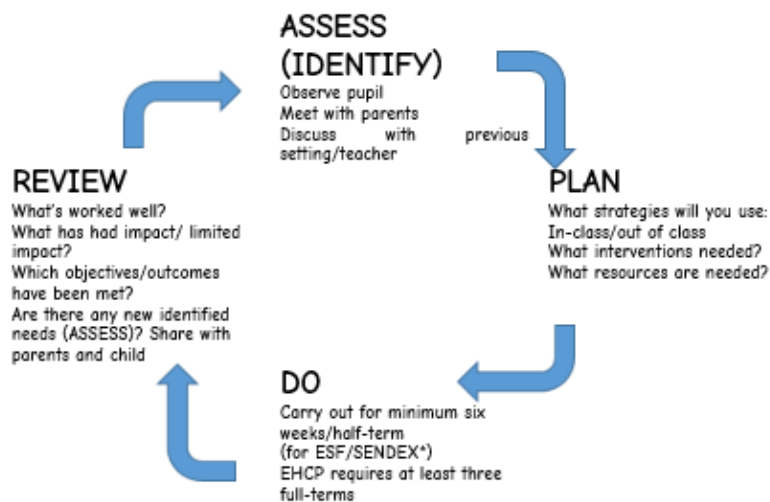
When a child is given the basic entitlement, but is still identified as requiring further action beyond the range of differentiation in the class, a child may be considered for Special Educational Needs Provision. (Differentiation is defined by the National Association of SEN as any way in which teaching and learning is modified such as by content, presentation and expectation as well as support.) SEN Support involves establishing a Learning Plan with **SMART** (Specific, Measurable, Agreed, Realistic and Time bound) targets to meet prioritised needs outlined by the teacher. The child's Learning Plan and/or IEP is also uploaded onto our online SEND management system: Provision Map. The SEND provision will follow a process of: Assess, Plan, Do, Review (as outlined below):

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GRADUATED APPROACH



Assess:

- School assessment of the child's need, identifying a specific barrier to learning.

Plan:

- All agencies involved with the child will be consulted.
- A planned outline of need, relating directly to the identified barrier to learning, will be created with clear success criteria and time scales for review.

Do:

- The planned outline will be carried out.
- Differentiated learning materials, may be used.
- Group or individual support, may be planned.
- Short term advice from support services, may be sought.

Review:

- Discussion and review at SEND Consultation Meetings with all agencies (including parents and carers) involved with the plan.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will review the effectiveness of the support and interventions and their impact on the pupil's progress on a termly basis.

If this provision proves effective, children may no longer require the SEND process which may lead to them returning to a provision which is ordinarily available (please see Hillingdon's Ordinarily Available Provision). This will result in the teacher focusing their teaching so that the child's needs can then be met without any additional provision which is different from that available to all children. If progress towards meeting targets is slow or not measurable, consideration should be given to the appropriateness of those targets, through the review stage, and appropriate amendments made.

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- Teachers are responsible and accountable for the progress and development of all the pupils in their class.
- High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.
- We organise our interventions by supporting small groups or on a 1:1 basis depending on ability and needs.

Some of our interventions and resources are listed below – we are continuously looking to, when appropriate, update and amend our approach in light of current and best practice.

Interventions incl.:

Speech and Language	Children known to the NHS Speech and Language Therapist LSA follow advice
Speech Sounds	1-2-1 sessions – using Articulation Pro
Social Skills	Small group sessions to support social communication & interaction and expression
Lego Therapy/Barrier games	Small group sessions – supporting communication (in roles)
Bucket Time	Small group sessions to support communication & interaction (EYFS)
Inclusion Sports	Small group sessions to support communication & interaction (social skills) and develop physical development/coordination (KS2)
Phonics	Support children in small groups/1-2-1 to develop knowledge of phonics (LKS2)
Talkabout	Small group sessions to support communication – feelings and emotions SEMH (KS2)
Seasons for Growth	Small group sessions to support children who are bereaved/grieving
Occupational Therapy	Children known to the NHS OT LSA follow advice/recommendations
Physiotherapy	Children known to the NHS Physio LSA to follow advice/recommendations in carrying out specific exercises

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SEN Resources incl.:

Writing slopes iPads SEN/Inclusion Twinkl access Weighted blankets Countdown timers Sit n Move cushions Working Memory board game Spatial Awareness board game Sensory timers Articulation Pro (Speech Sounds)	Stabilo easy-writer pencils/pens Fidget toys Boccia equipment New Age Kurling equipment Dyslexia-friendly books Dyslexia-friendly dictionaries Addictaball Microphones Orchard board games Now & Next boards
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Supporting pupils moving between phases

In agreement with parents and carers and pupils, we share information with the school, college, or other setting the pupil is moving to. (This usually takes place as part of a final review held at Warrender.)

Part of the transition to secondary school includes a pre-transfer day visit in the summer term and a secondary school transition booklet (developed by Warrender). We also engage with local secondary schools to facilitate additional transition visits during the summer term.

Children remaining at Warrender, will have a pre-transfer day visit to their new class and to meet their next class teacher. Children with additional needs will have further opportunities to visit their new class and to meet their new class teacher as well as TA and, if appropriate, LSA. They will also have a personalised transition booklet to review at home during the summer holidays.

Adaptations to the curriculum and learning environment

The Code of Practice (2015) sets out that *'...it is the education providers responsibility to ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.'*

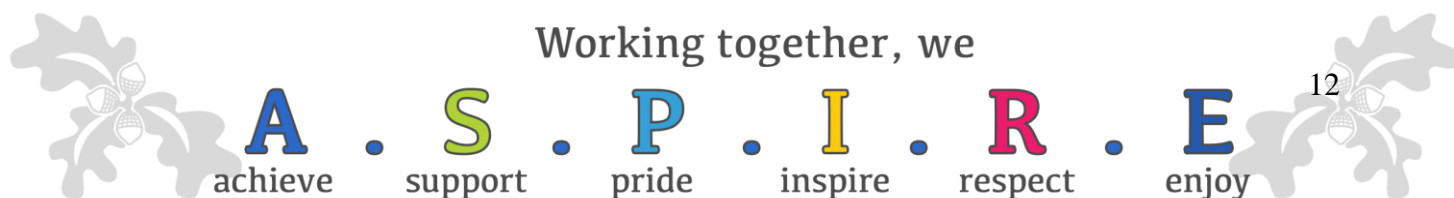
In order to meet this, we undertake the following approach and expectations:

Teachers must:

- Set goals and outcomes that stretch and challenge learners of all backgrounds, abilities and needs
- Be accountable for the attainment, progress and outcomes for all learners
- Be aware of the learner's capabilities and prior knowledge and plan teaching to build on these
- Demonstrate an awareness of the holistic development of learners at different stages of development
- Have a clear understanding of the needs of all learners, including those with special educational needs: English as an additional language; disabilities and be able to use and evaluate distinctive evidence-based teaching approaches to engage and support their holistic development

(Hillingdon Ordinarily Available Provision document)

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Below are listed some of the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc. (using the approach of SOLO Taxonomy)
- Person-centred differentiation
- Extension activities
- Evaluative questioning
- Assessment for Learning
- Alternative methods of recording
- Adequate processing time allowed
- Communication support where needed (i.e. Widgit symbols/visuals)
- Modelling is embedded (i.e. WAGOLL – What A Good One Looks Like)
- Concrete resources are available (i.e. Numicon and Dienes)
- Seating plan
- Individual work-stations
- Opportunities to co/self-regulate (use of Zones of Regulation)
- Use of timers
- Now and Next approach and/or Step 1, 2, 3 (trays)
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, use of a scribe, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc., scaffolding and modelling of tasks, additional time

Behaviour incidents will be assessed and review on an individual case. Please refer to behavior policy for supporting children with SENDWAVE 1 provision: Whole class Quality First Teaching (child ratios of 1:9 or more)

- WAVE 2 provision: Adult: larger group (child ratios of 1:4 – 1:8) – usually literacy/numeracy interventions
- WAVE 3 provision: Adult: small group (child ratios of 1:1 – 1:3) - intensive interventions with focused individualised support.

Additional support for learning

People are Warrender's greatest resource, the Headteacher, the SENDCo and the Governors are committed to maintaining a high ratio of adults to children. Teaching assistants are currently allocated to each class/year group in the school thus:

EYFS	Nursery and Reception have full-time Teaching Assistants
KS1	Each class has its own TA for the morning and lunchtime
KS2	Each year group has its own TA for the morning and lunchtime

In addition to this, children who have an EHCP will receive support from one/more of our Learning Support Assistants. (Our lead SEN LSA is Miss Claire Jones.)

Securing equipment and facilities

The facilities at Warrender Primary School are continuously evaluated to ensure that they are compliant with the Equality Act of 2010 and with the needs of all children, particularly those with physical and/or sensory difficulties. The main entrance has a ramp to allow easy access for wheelchairs, the new build has a lift, automatic external doors and accessible toilets on both floors.

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Additional resources are purchased to support the learning of an individual child or group of children following a recommendation from a specialist (i.e. an Occupational Therapist) or requests from staff and parents and carers.

Admission Arrangements

The school adheres strictly to the Local Authority's (LA) criteria on Primary Admission, which ensure equality of opportunity for all children and their parents and carers.

Inclusion in activities for pupils with SEND

There are no barriers to pupils with SEND enjoying the same activities as other pupils at Warrender.

- All of our extra-curricular activities and school visits are available to **all** our pupils, including our before-and after-school clubs (Acorns – our breakfast and after-school club is now run by an external provider: PSD – Primary Sporting Development)
- **All** pupils are encouraged to go on our residential trip; staff at the centre are made aware of all children with additional needs prior to arrival
- **All** pupils are encouraged to take part in sports day/school plays/special workshops, etc.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions each half-term (usually of 6-7 weeks)
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding Annual Reviews for pupils with an EHCP

Working with other agencies

The school seeks advice and support from a wide range of agencies, many of which are listed below:

- Hillingdon Educational Psychology Service (EPS)
- Local Authority Special Needs Officer
- Hillingdon's SEND Advisory Service (SAS)
- School Nurse
- Educational Welfare Officer
- Child Protection Officer
- Stronger Families (formerly the Early Help Team)
- Inclusion Service
- Specialist Teachers – i.e. Dyslexia & QToD (Qualified Teacher of the Deaf)
- Occupational Therapist (NHS & private)
- Speech and Language Therapist (NHS & private)
- Physiotherapist (NHS)
- Play therapist
- Child and Adolescent Mental Health Services (CAMHS)
- Special Educational Needs Disabilities Information Advice & Support Service (SENDIASS)
- Child Development Centre (CDC)

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- General practitioners, health visitors, paediatricians, speech and occupational therapist and others, as appropriate.

Complaints Procedure

At Warrender School we try to resolve problems as soon as they arise.

We strongly believe that a strong and open partnership between home, school (and external sources) is crucial to ensure every child has the best and most effective support. If a parent/carer has concerns regarding any aspect of the administration or implementation of special needs support, they should first discuss their concerns with the child's class teacher. If the class teacher is unable to address the problem, the parents and carers should be referred to the SENDCo. If the problem subsequently becomes a grievance or complaint, the Governors' Complaints Procedure should be followed. (See the Warrender Complaints Procedure document.)

The parents and carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

Exclusions

Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services

Local Offer and School Offer

To help parents and carers to navigate through the basic entitlement and SEND process, the school offer of SEND is available on our school website. This aims to answer key questions which will allow a parent to understand the provision their child receives and who to contact with concerns or for advice.

Details of the London Borough of Hillingdon's Local Offer can be found here:

<https://www.hillingdon.gov.uk/send>

Independent advice for parents and carers can be found by contacting Hillingdon SENDIASS (Special Educational Needs Disabilities Information Advice and Support Service) at:

<https://www.hillingdonsendiass.co.uk/home>

Monitoring arrangements

Review of policy for Special Educational Needs and Disabilities

The policy for SEND will be reviewed and evaluated annually. This will be initiated by the SENDCO, in consultation with the Headteacher, school staff and the Governors.

We will review:

- Our systems for identifying and assessing children with SEND
- The provision made to meet children's SEND
- The records kept
- The allocation of resource

Please also refer to the Disability Discrimination policy for further details regarding our school's commitment to discrimination and the Accessibility Plan to review future provision for those with difficulties and disabilities.

Monitoring, evaluation and review

We will review this policy and evaluate its implementation and effectiveness every year.

Working together, we

A
achieve

S
support

P
pride

I
inspire

R
respect

E
enjoy



Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Safeguarding
- Supporting pupils with medical conditions

Working together, we





APPENDIX

Warrender's Internal Referral Form



Warrender
Primary School

SEND concerns – Internal Referral Form

Record of concern/monitoring stage

Name of pupil		DOB (age)	
Class		Year group	
Date of referral		Name of referrer	
Does the child currently have a My Plan/EHCP/other support?			

Please tick which area(s) are a concern:

- Communication & Interaction (Speech & Language, Autism Spectrum Disorder)
- Cognition & Learning (Specific Learning Difficulties – i.e. dyslexia, dyscalculia; general learning difficulties)
- Social Emotional & Mental Health difficulties
- Sensory &/or Physical difficulties (hearing loss, visual impairment, gross/fine motor, medical)

I have the following concerns (please be as detailed as possible with examples/evidence):

This is what I have done to support them so far (please refer to the Ordinarily Available Provision document):

Strategies	Impact

Working together, we





Any other relevant information? (Please attach any documents you think might be helpful, have you had discussions with parents, is there any background or circumstantial information that might be useful?)

Observations/discussions/actions taken by Inclusion Team (SENDSCO and/or LSA) – please date:

Discussed with staff member (dated):

Inclusion team will review the Assess > Plan > Do > Review in 6 weeks' time

Date to be reviewed:

APPENDIX 'MY WARRENDER WAY'

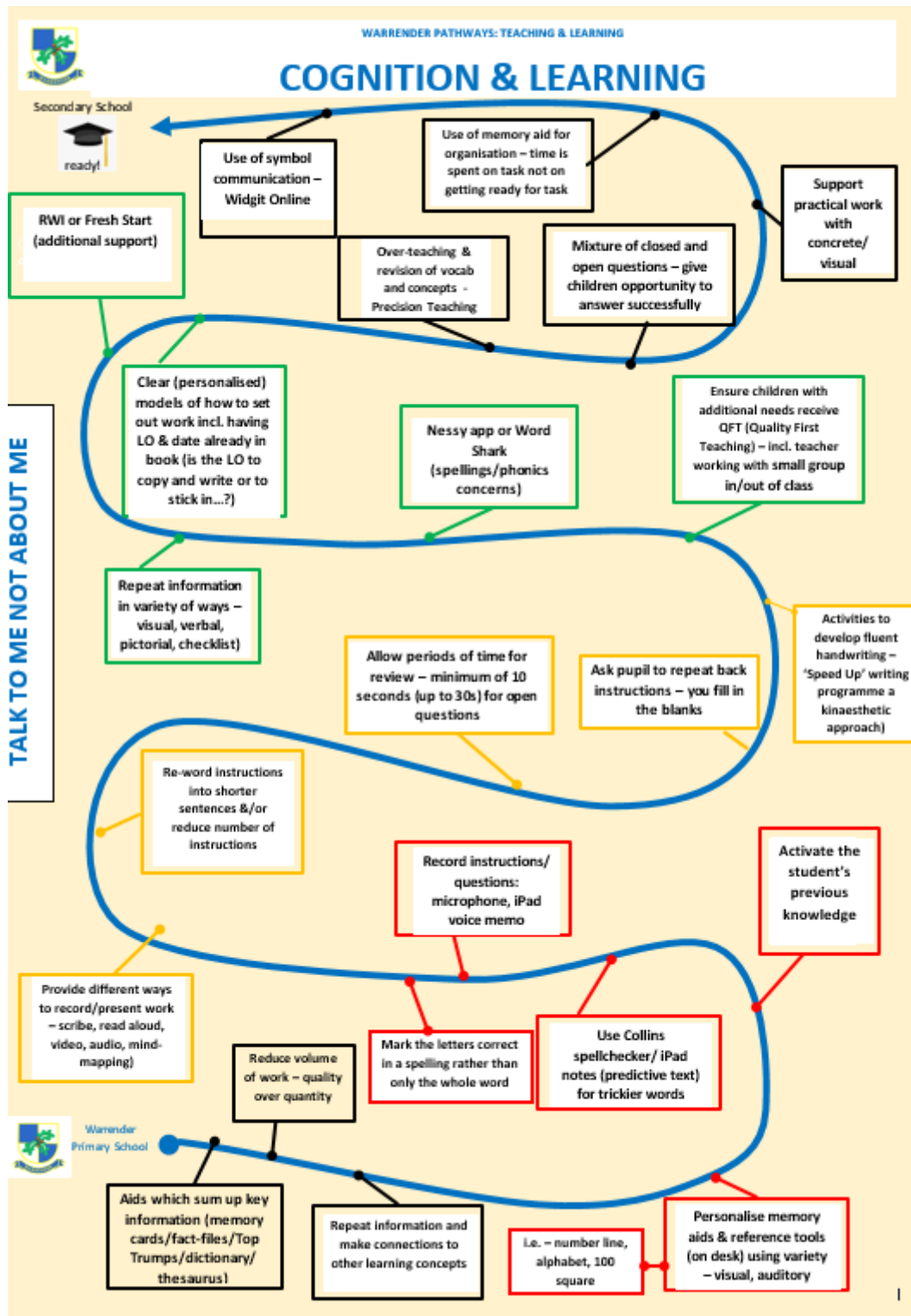
(Insert this here & 'All About Me' proforma)

Working together, we



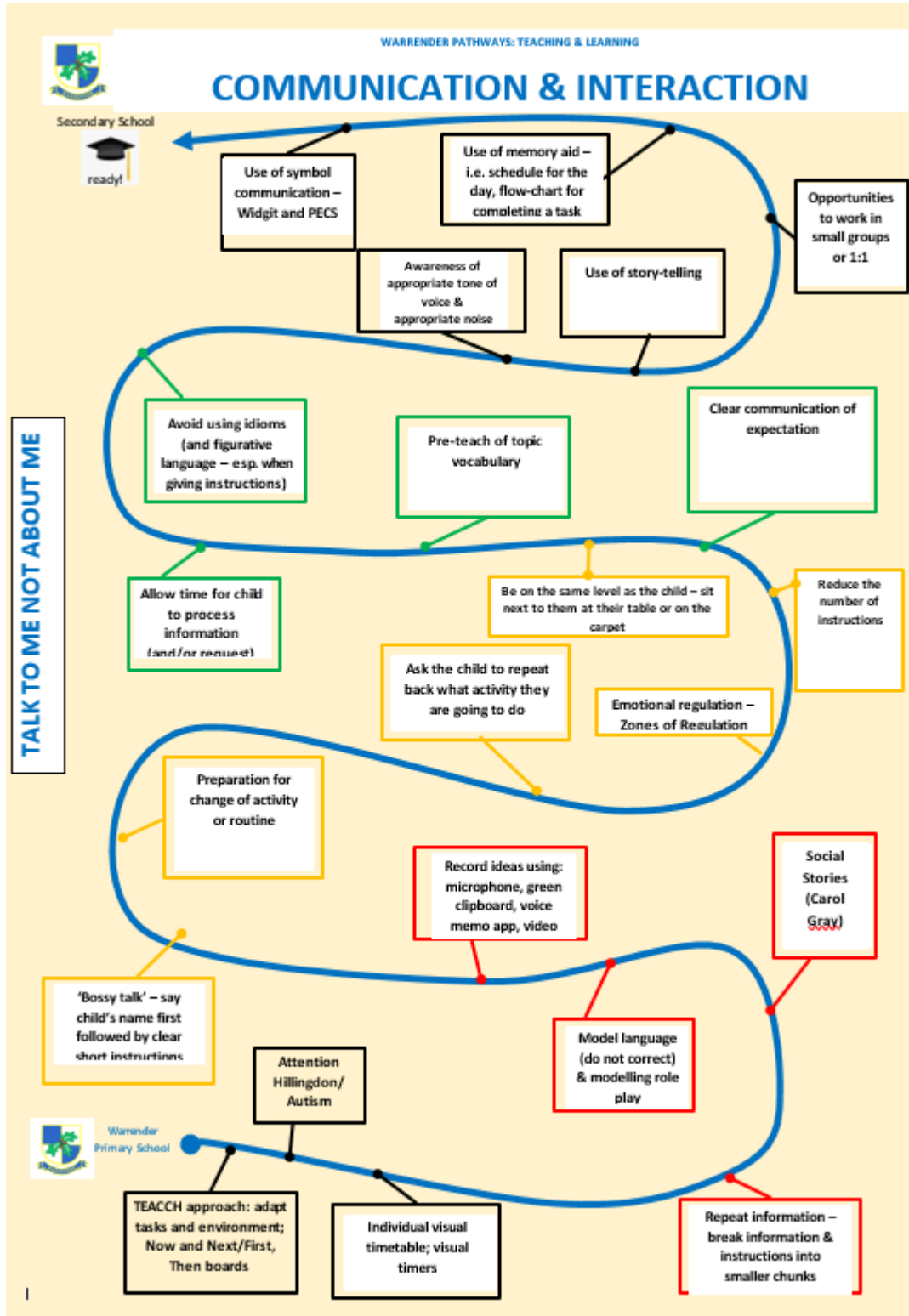


APPENDIX Warrender's Pathways for Teaching & Learning (Wave 1 support)



Working together, we

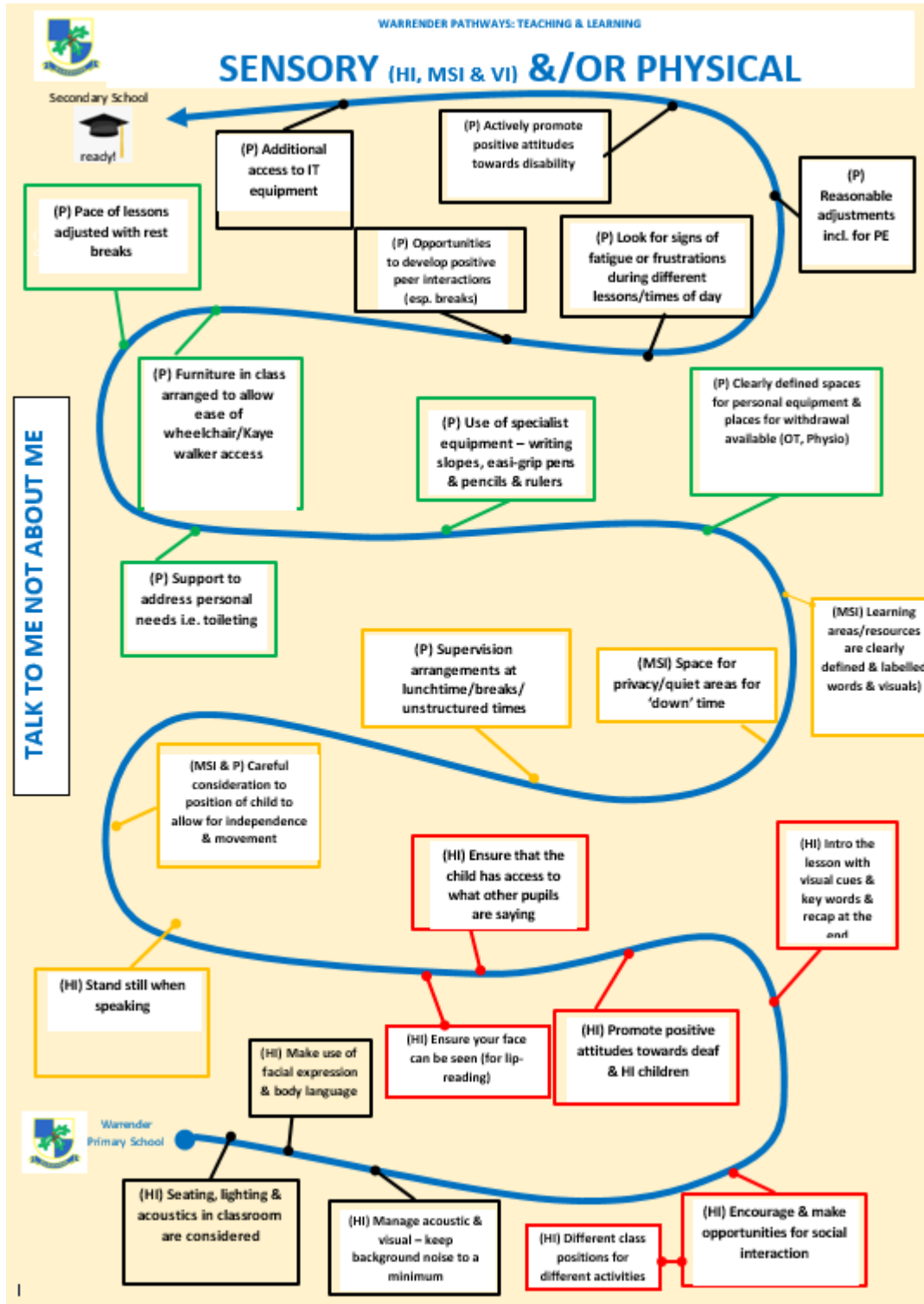
A . **S** . **P** . **I** . **R** . **E**
achieve . support . pride . inspire . respect . enjoy



Working together, we

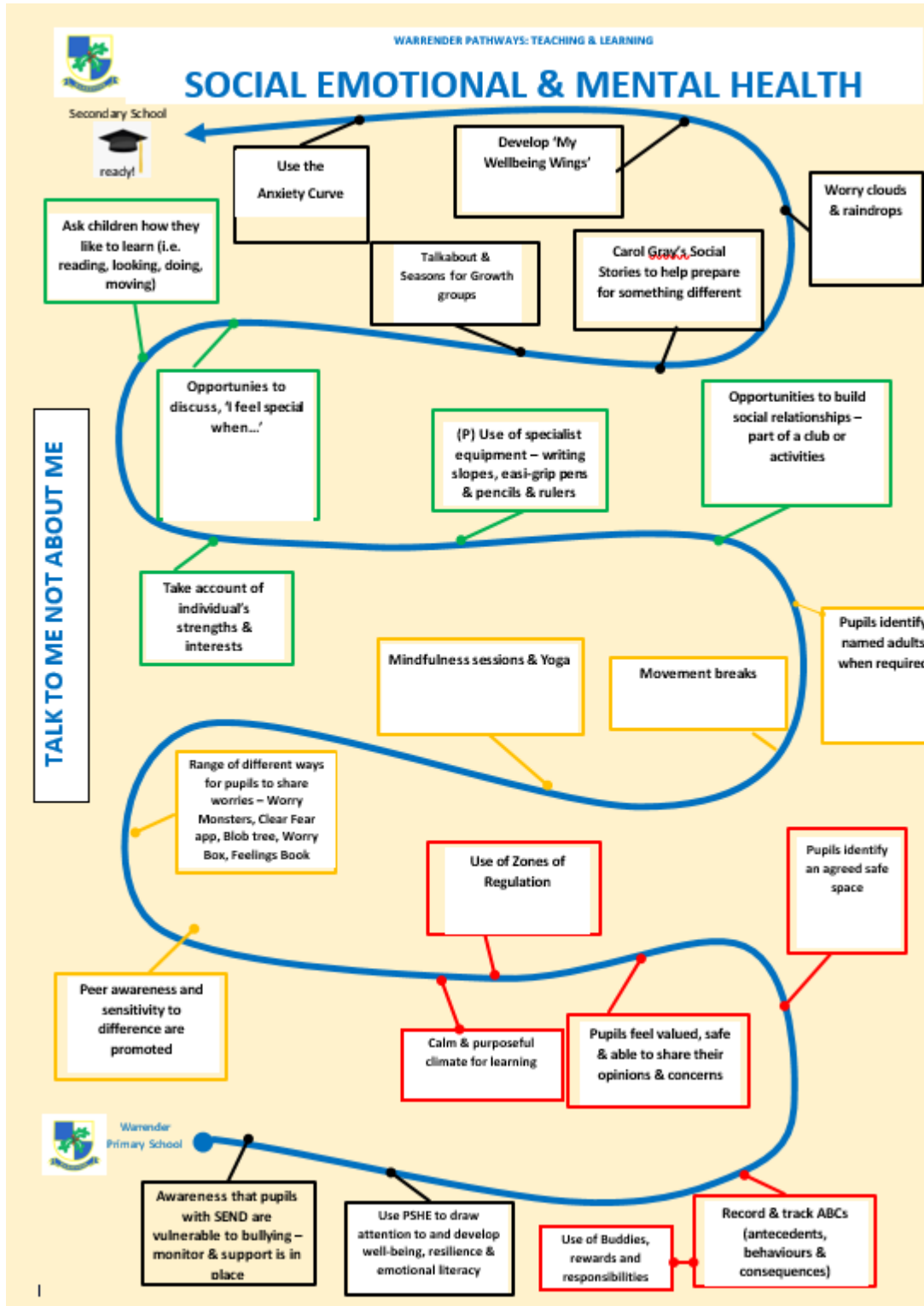
A . **S** . **P** . **I** . **R** . **E**

achieve . support . pride . inspire . respect . enjoy



Working together, we

A . **S** . **P** . **I** . **R** . **E**
 achieve . support . pride . inspire . respect . enjoy



Working together, we

A . **S** . **P** . **I** . **R** . **E**
 achieve . support . pride . inspire . respect . enjoy